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ABSTRACT

This guide is for use by advisers conducting workshops for high school students participating as volunteers in the School and Community Service Program. It contains the following five units: (a) voluntarism, (b) the tutor, (c) the recreation aide, (d) the volunteer with the elderly, and (e) the volunteer with the handicapped. Each unit contains a statement of purpose, an overview, sections on content and method, and a list of materials and understandings. Suggestions are made for evaluation of these training sessions. A section is included with advice for teachers with volunteer tutors. It stresses that the teacher must make the volunteer student feel he/she is welcome and needed. (PB)

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A CURRICULUM GUIDE

FOR

SCHOOL AND COMMUNITY SERVICE

U.S. DEPARTMENT OF HEALTH
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Ramapo Central School District #2
Spring Valley, New York

1973

Dr. Darwin G. Carlson
Superintendent

SP008 954

Ramapo Central School District No. 2
Spring Valley, New York

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SCHOOL AND COMMUNITY SERVICE: CURRICULUM

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Mr. Edward R. Kolevzon
Director of Secondary Education

Esther Cember
Spring Valley Senior High School

Myrna Tarkan
Ramapo Senior High School

June 30, 1973

SCHOOL AND COMMUNITY SERVICES: CURRICULUM

The School and Community Service Program is one in which students from the high schools of Ramapo #2 work as volunteers in a variety of schools and agencies in Rockland County. In 1972-73 around 600 students worked in about 25 agencies and in all of the schools of the district. They performed a large variety of tasks.

In order to give students a broad perspective, understanding and awareness of the needs of those with whom they come into contact, it was determined that some curriculum work be undertaken. The units that follow represent the areas in which most students work. Some types of work have been omitted (for example, Day Care, Pre K, Candy striping, etc.). Perhaps these aspects of SCS could be developed as part of a distinct curriculum in the future.

The emphasis of all of the units is on training the high school student to be a more effective worker. Along with this specific training is the very important theme of human relations. There is also a broad background of the particular area of interest.

To enhance this curriculum, the SCS advisers have put together

1. A Tutor's Handbook

2. A collection of readings that relate to the topics covered

3. A program for the orientation of the staff of Ramapo #2 with whom the volunteer works.

This curriculum guide should be considered mainly as a guide. Flexibility is a very important consideration, since the activities must be tailored to the needs and abilities of the individual students. The SCS sessions will contain a cross section of the student population, heterogeneously grouped, and this must be taken into consideration while planning each session.

It is the hope of the advisers who have devised this curriculum that as some of the activities are performed, and the subject matter discussed, that new ideas will come forth to enhance, modify and improve this guide. The students themselves should play a large role in determining just what is useful to them on the job and what areas of content should be modified.

CURRICULUM UNIT I: VOLUNTARISM HELPED

Aim: How can the School and Community Service volunteer be trained to develop a positive attitude, an awareness and an appreciation of the importance of rendering service to others?

Overview:

The United States is a nation with a long history of people helping other people. We have only to recall our early days when neighbors often got together to help each other build homes, defend their communities, care for their sick, and take care of their needy. As our country grew both in area and in the diversity of its people, this help had to become more organized. Community service agencies of all kinds were founded. Police and fire departments sprang up along with settlement houses, welfare leagues, orphanages, burial societies, and a vast myriad of other agencies, founded and supported by volunteers who gave of their resources, time and effort to help their neighbors with every conceivable kind of problem.

In recent years serious social problems have come more and more to the attention of the American people. Many of our fellow citizens who need help are not being helped enough. Children cannot read as well as they should. The institutions are crowded with the mentally ill and the retarded who need more attention and concern. The elderly are hungry for human companionship, the physically disabled need help to learn how to help themselves, and young people in trouble need someone who cares. There is not enough money in this nation to pay for these human services. Many of these services cannot be bought. How can we pay for compassion and concern?

In 1969, the President of the United States recognized the need to translate this concern into action, and he established a Cabinet Committee on Voluntary Action. In addition, the National Program for Voluntary action was set up as "a national clearinghouse for information of voluntary activities...so that the government can make it possible for groups or individuals anywhere in the country to discover at once what the experience of other communities has been and to benefit from it." To the President, the voluntary way is deeply rooted in American history and in the American character.

In our own community, the opportunity to translate concern for others into definite action, gave rise to the School and Community Service Program of Ramapo #2. Organized in 1967, it has grown from 40 to about 650 students who volunteer in more than 30 community agencies of Rockland County and in all of the schools in Ramapo #2. These students perform a variety of tasks in this "people to people" program. They work as tutors, teachers' helpers, recreation aides, candy stripers, friendly visitors to the sick, the disabled and the elderly. They act as big brothers and sisters to children in trouble.

The question often arises why students volunteer their time to help others. The answers are as various as the number of students involved. Basically SCS volunteers want to help people. They are aware of the urgent need to solve some of the problems of society and realize that they can make an important contribution. They want to use their free time in a meaningful and satisfying way. They enjoy the stimulation these new experiences gives them as a change from their daily routine at school. They find that SCS puts them into greater contact with the adult community, helps them to develop as human beings by giving them the opportunity to learn about themselves and others, to gain new skills, to develop responsibility for important tasks, to explore possible future careers, and to apply the knowledge they have gained in school to the real world.

Content:

1. What is a volunteer?

2. Why was voluntarism important in the development of the United States?

   a. A response to the needs of the growing nation.
   b. The character of that response: organized, unorganized.

3. What is the role of the volunteer in the United States today?

   a. On a national level
   b. On a community level

4. Why be a volunteer?

   a. Reasons
   b. Expectations

5. What are the characteristics of a successful volunteer?

   a. Understanding the role of the volunteer
   b. Dealing with other people
   c. Importance of Communication

6. How is the Ramapo #2 school district serviced by volunteers?

   a. P.T.A.
   b. English for the Foreign Born Program
   c. School and Community Service Program, etc.

7. Describe the School and Community Service Program.

   a. Background
   b. Areas of involvement
   c. How the Program works
   d. Examples of successful student involvement

8. How does the SCS Program serve the various agencies of Rockland County?

   a. Policies of the individual agencies
   b. Hints for a successful experience at particular agencies
   c. Rules and regulations of individual agencies.

Materials:

A Handbook for Educational Volunteers, Washington Technical Institute Washington, D.C., 1972.

"Caring for Others Creates the Spirit of a Nation", United States News and World Report, August 2, 1971.

Cohen, Nathan E. (ed.), The Citizen Volunteer, The National Council of Jewish Women, New York, Harper and Rowe, 1960

Expanding Volunteers in Teaching and Learning Programs, The Institute for the Development of Educational Activities, Dayton, Ohio,1972.

High School Student Volunteers, The National Volunteer Program, Volunteers in Service to America (ACTION), Washington, D.C.,1972.

Jamer, Margaret T., School Volunteers, New York, Public Education Association, 1961.

Jancwitz, Gayle, Helping Hands: Volunteer Work in Education, Chicago, 1965.

Swanson, Mary T., Your Volunteer Program, Project MOTIVATE, Des Moines Area Community College, Ankeny, Iowa, 1971.

Tax, Sol, "Society, the Individual and National Service", Current History, August 1968.

"The School Volunteer: An Invaluable Resource", The Clearing House: A Journal for Modern Junior and Senior High Schools, September 1970.

"The Volunteers of America: 75 Years of Service", Good Housekeeping, January 1971.

Brochures available for volunteers:

Letchworth Village
New York Rehabilitation Hospital
Children's Psychiatric Hospital
Rockland County Infirmary
Mental Health Complex
Elmwood Club
Friendship Club
Rockland State Hospital
Camp Jawanio
Dept. of Social Services
"A Guide for Friendly Visitors"

Understandings:

1. A volunteer contributes his services under the direction and supervision of a staff member.

2. A volunteer must understand and adhere to the policies and regulations of the individual agencies.

3. A volunteer cannot replace the professional, nor work at a task for which another person is paid.

4. As the United States moved from an agrarian nation to a highly diverse technological giant, the kinds of voluntarism needed in society changed.

5. Attention to human relations and communication is vital to successful voluntarism.

6. The School and Community Service Program is an opportunity for the student to help himself while he is helping others. Each person volunteers for his own emotional and intellectual reasons.

7. Voluntarism is important in the United States today to help bring more human services to the needy.

Method: It is recommended that the unit on voluntarism be covered in two sessions. Perhaps the most effective way to schedule the first session would be to hold it after school for about 1 1/2 hours. This will give the adviser ample time to call Content #1-7 to the attention of the students, allow them enough opportunity to ask questions and to share their concerns and expectations regarding their SCS service with each other.

To be most effective, this first session should have no more than 20 students. Therefore, the adviser may have to offer 5 or 6 sessions so that all students who have applied to work in SCS can come to a session.

1. The following approaches might be considered for Session 1

   a. Guest Speaker on voluntarism (Content #1, 3, 4, 5)

      1. Marilyn Baker, Rockland State Hospital
      2. Jacqueline Barnes, Letchworth Village

   b. Readings on voluntarism and discussion to follow. (Content #2,3)

   c. Film on voluntarism

   d. Informal discussion. Students introduce themselves, state where they would like to serve. Such questions as the following might be raised by the discussion leader:

      1. Why did you join SCS?
      2. What do you expect to gain from SCS?
      3. What do you think will make you a successful volunteer?
      4. Have you or anyone in your family ever done volunteer work before?
      5. Why do you think communication is so important to voluntarism?

2. The Second Session should be concerned with Content #8.

   At this point the student has decided in which school or agency he wishes to work. All students who plan to work in the same agency will meet with the supervisor of that agency to discuss the policies of the agency and the regulations the volunteer is expected to follow. For example, all students who plan to work in the infirmary will meet with Mrs. Koller, etc. Thus as many as 20 different orientations will take place, depending on the number of agencies the students apply to.

   Whereas the first part of this unit will be covered very early in the semester, the specific agency orientations will take place several weeks to a month later.

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CURRICULUM UNIT II: TUTORING

Aim: How can the School and Community Service Volunteer be trained to become a more effective tutor of younger children?

Overview:

Since the inception in 1967, the School and Community Service Program has been supplying tutors to the elementary and junior high schools of Ramapo #2. These volunteers go into many different classes on all grade levels and deal with a multiplicity of situations and a diversity of students. For several years now, it has been apparent that the volunteers need more training to be effective in their work.

Not only do the tutors need training in specific techniques for helping children with various learning problems on all grade levels, but they also need instruction on how to use available audio-visual equipment and to prepare for tutoring. Tutors must be made aware of the kinds of learning problems they will encounter and why these exist. They must learn to strive for a good relationship not only with their tutee, but also with their tutee's teacher. Successful tutoring rests on good relationships and a knowledge of various techniques.

Content:

1. To what extent are the following found as characteristics of children with learning problems and poor self image?

   a. Physical problems
   b. Emotional problems
   c. Cultural gap
   d. Disinterest in school
   e. Lack of success experiences

2. Why is a good relationship between the tutor and the tutee essential for effective tutoring?

   a. What are the elements of a good relationship?
   b. How is a good relationship built?

3. Why is a good relationship between the tutor and the teacher of the child essential for effective tutoring?

   a. What are the elements of a good relationship between the tutor and the teacher?
   b. How is a good relationship built?

4. What are some effective tutoring techniques?

   a. Meeting the tutee for the first time.
   b. General techniques for effective tutoring
   c. Pitfalls to avoid in tutoring

5. What specific techniques can be used in tutoring the language arts?

   a. Games
   b. Plays and role playing
   c. Use of audio-visual equipment
   d. Story telling and writing
   e. Use of arts and crafts

5. What specific techniques can be used in tutoring math?

   a. Games
   b. Codes
   c. Use of arts and crafts

7. How does the tutor prepare himself for effective tutoring?

   a. Planning
   b. Recording experiences
   c. Evaluation

Materials:

The Tutor's Handbook by Esther Cember and Myrna Tarkan, Ramapo #2.

A Handbook for Educational Volunteers. Washington Technical Institute, Washington, D.C. 1972.

For the Tutor. National Commission on Resources for Youth, New York, 1970.

Hall, Nancy. RESCUE. Stevensville, Michigan, Educational Service, Inc.

Phillips, Nina, Conversational English for the Non-English Speaking Child, New York, Teachers' College Press, 1960.

Platts, Mary, ANCHOR, Stevensville, Michigan, Educational Service Inc.

_____, PLUS, " "

_____, SPICE, " "

Ray, Mary Shassey, PROBE, Stevensville, Michigan, Educational Service, Inc.

_____, SPARK, " "

Guidelines for the Volunteer Tutor, Volunteer Coordinators Training Program, Des Moines Community College, Ankeny, Iowa.

The Tutors Handbook, Voluntary Resources Division, Washington, D. C.

Youth Tutoring Youth, National Commission on Resources for Youth, New York, 1970.

Understandings:

1. To be an effective tutor, the volunteer must be trained.
2. Children have various learning problems which can be caused by a variety of factors - physical, emotional, social, etc. These problems are invariably found along with a poor self image. Tutors must be made aware of these.
3. A good relationship between the tutor and the tutee-and between the tutor and the child's teacher is essential for effective tutoring.
4. An effective tutor must be prepared and know what he is going to do.
5. An effective tutor is aware of the general do's and dont's of tutoring.
6. An effective tutor is able to use various techniques for helping a child with language arts or math.

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Method:

All students who will be tutoring in the elementary and junior high schools will be expected to attend 4 tutor-training workshops to be held during the initial stages of their volunteer work. These students will each be given a Tutor's Handbook developed by the advisers of the SCS Program, and this will constitute their major reference. The students will meet in separate training workshops.

All teachers and school staff members who will be using tutors or teacher's helpers will be encouraged to participate in a workshop concerning the teacher-tutor relationship. These teachers will be given a brochure devised by the SCS advisers on this subject.

1. For Session 1 it is recommended that the tutors be divided into 2 groups- those working on the elementary level, and those working on the secondary level. The elementary tutors should meet with Dr. Lee, Director of Elementary Education or his designee, and cover Content #1 as it relates to the early adolescent.

   These speakers would greet the students, welcome them as helpers, and make some general statements of policy that would apply to the elementary or secondary schools. They would then concern themselves with various aspects of learning problems.

2. For Session 2, it is recommended that Content #2 and 3 be covered.

   a. Group discussion
      "Why is a good relationship essential for effective tutoring?"

   b. Role Playing. It would be most desirable if a school psychologist would be present at this session.

      The volunteers could be presented with situations such as those that follow. These would be acted out and different methods of coping would be examined.

      1. It is the first day on your tutoring job. It is very hot and your tutee is late. You are getting discouraged. Finally your tutee arrives. He is very shy. What would you do?

      2. Your tutee has been waiting for you for fifteen minutes. Finally you arrive late. You rush in and find him upset because he has been waiting too long. What would you do?

      3. As you are trying to tutor the youngster on a difficult assignment, you find he is not paying much attention. He is chewing gum loudly and making funny noises. What would you do?

      4. You are meeting your tutee for the first time. You are a little nervous. You know that first impressions are important and that you want the tutee to feel that you are interested in him. What would you do?

      5. The teacher assigns you a chapter to work on with your tutee, and tells you that the student can't seem to grasp the concept. You go over the work with your tutee and find that the child seems to know his work very well. What would you do?

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3. Many other kinds of situations can be devised by the volunteers and/or the adviser and acted out for group comment.

3. For Session 3, it is recommended that Content #4 and 7 be considered.

a. Brain storming: creative problem solving for Content #4

1. Instruct the students on the technique of brain storming. Students are encouraged to solve a problem creatively by thinking of as many solutions as possible, categorizing these solutions and then evaluating their usefulness. There are four important aspects to brain storming.

a. No Criticism: During the session no criticism is allowed. This encourages everyone to offer ideas without any discussion of their merits.

b. Quantity of ideas: The more ideas presented, the more useful ideas will come forth.

c. Hitch hike: Once an idea is given, build on it. Add details, suggest modifications, and try to think of similar ideas.

d. Blue Sky: Don't worry if the idea seems ridiculous. A few unusual ideas are good for each session. It is easier to bring a far-out idea back to earth than to get an ordinary idea off the ground.

(See Youth Tutoring Youth, New York, 1970, p. 90.)

2. Divide the students into three groups corresponding to Content #4. Have someone in each group assume the responsibility for writing down the ideas that come forth. If possible have the students list these ideas on the board. Put a star next to the ideas that seem to offer solutions to the questions. See if those ideas fit into general categories. Have the students evaluate the importance of each idea in the possible solution of each question. Hopefully the students will come up with most of the answers that appear in the handbook prepared by the SCS staff.

b. Preparing for tutoring: Content #7. This could be done as an orientation by the adviser. The following instructions might be given.

"When you are assigned to tutor a child in one of the elementary or junior high schools of Ramapo 2, it is very important that you go and meet the child's teacher. Because she sees you, the volunteer, as her helper in working with the child, she will be most appreciative and cooperative. If at all possible try to find out from her just what kind of help the child needs.

When you come in to tutor, be sure that you know exactly what you are expected to accomplish. It would be helpful to you, the tutee and his teacher if you could keep a brief record of what you have accomplished.

If you will be working with the child for any extended period of time, plan what you are going to do. Determine what you are trying to accomplish, how you are planning to accomplish this, what materials

you will be using. After the session is over, decide whether or not it was successful and how you can improve upon it.

If at all possible, apprise the child's teacher of your plans and get his opinion."

Group discussion to follow.

4. For Session 4 it is recommended that Content #5 and 6 be covered.

Workshop

The students might be divided into 2 groups, one for language arts and one for math. They would then be instructed to turn to the games and exercises in their handbooks and try these out on each other. They would then report on which games seem to be most interesting and effective, which take too long, and which are not particularly useful. It might help if certain age levels were established in advance. For example, tutoring language arts to a 9 year old boy, etc. If this is not done, the students themselves might estimate the age level for each game or activity.

Other recommended techniques might be: film, panel discussion, bringing in an SCS volunteer from last year who can be interviewed about his experiences with these games.

Whatever time is left can be devoted to a lesson on the use of audio-visual equipment.

CURRICULUM UNIT III - RECREATIONAL AIDE

Aim: How can the School and Community Service volunteer be trained to help make the after school recreation program on the elementary level successful?

Overview:

According to sociologists and cultural anthropologists, five basic social institutions are discernible in every society, regardless of its degree of complexity. These institutions are the systems of family, education, religion, government and economy. A sixth has developed in the United States. It is the institution of organized recreation. Like the others it has a distinct pattern of service and is conditioned by and responds to a well defined set of attitudes.

During the past decade recreation has become a major social and economic force. In 1967, for example, Americans spent $60 billion on recreation and leisure activities. Only national defense expenditures exceeded the money given to the pursuit of pleasure.

Recreation's value as a stabilizing influence is well documented. The statements of the American Medical Association on physical fitness, and the work of the Leisure Time Committee of the American Psychiatric Association further support the contribution of recreation to the well being of the American public.

Organized recreation is a twentieth century product. Its roots are deeply embedded in the social reform and conservation movements of the late nineteenth century. Its history closely parallels that of public education and public welfare.

Two philosophies have emerged during the history of organized recreation. Each is distinctive and valid. One philosophy holds that recreation is an end in itself. Thus recreation organizations should provide programs which amuse, entertain, or allow the participant to enjoy some diversion and, thereby, to have a recreative experience. The second philosophy holds that recreational activities not only provide opportunities for diversion, but also embrace values and attitudes. Recreation can, therefore, be used to achieve certain desirable goals. Among these are the improvement and maintainance of physical and emotional health, the instilling of ethical concepts, and the promotion of informal education and cultural growth.

Content:

1. Why is there a need for an after school recreation program on the elementary level?

   a. To eliminate boredom
   b. To provide relaxation
   c. To create new learning experiences
   d. To achieve social goals

2. What kinds of activities should be offered in this type of program?

   a. Arts and Crafts program
   b. Dramatics
   c. Games (ex. chess)
   d. Sports and Physical Education
   e. Music

3. What special qualities of leadership should the School and Community Service volunteer exhibit in order to help develop a successful program?

   a. Attitude towards the children
   b. Self image
   c. Attitude towards the professional staff
   d. Input into the program

4. How can the School and Community Service volunteer help conduct a successful after school recreation program?

   a. Program planning: with the building staff and the SCS adviser
   b. Techniques of teaching various activities
   c. Dealing with disruptive children
   d. Relationship to the children: importance of the first meeting
   e. How to give constructive suggestions

Materials:

Handbook for Recreation, United States Department of Health, Education and Welfare, Washington, D. C., 1960.

Hutchinson, John L. (ed.), Leisure and the Schools, New York, MacMillan, 1964.

Ives, Suzy, Making and Dressing a Rag Doll, New York, Drake Publishing Co., 1972.

Kraus, Richard G., Recreation and the Schools, New York, MacMillan, 1964.

Laye, Andrew, Creative Rubbing, New York, Watson Publishing Co., 1967.

La Croix, Grethe, Bead Plus Macrame, New York, Sterling Publishing Co., 1971.

Madow, Pauline (ed.), Recreation in America, New York, H. W. Wilson, 1965.

Martin, Peter (ed.), Leisure and Mental Health, Washington, D. C., American Psychiatric Association, 1967.

Sackson, Sid, A Game of Games, New York, Random House, 1969.

Turner, Alan G., Creative Crafts for Everyone, New York, Viking Press, 1961.

Platts, Mary, CREATE, Stevensville, Michigan, Educational Service Inc., 1971.

Understandings:

1. There is a need for an after school recreation program on the elementary level.
2. A successful program requires a certain kind of leadership by the volunteer.
3. The volunteer must be trained in the techniques of conducting a successful program as an aide to the building staff member.

Method: All SCS volunteers involved in the after school recreation program on the elementary level will be required to attend a training workshop for three sessions. Below are some suggested approaches.

1. For Session 1, it is recommended that Content #1 and 2 be considered.

   a. Guest Speaker:

      1. A supervisor from one of the elementary schools that has had a successful program after school.

      2. The Director of Parks and Recreation from one of the towns.

   b. Film - showing a recreation program on the elementary level.

   c. Group discussion

      1. Types of programs the volunteers might be interested in working on.

      2. Dialogue with SCS volunteers who successfully worked in a recreation program--sharing of ideas and experiences.

2. For Session 2, it is recommended that Content #3 and all of #4 be covered, except the teaching of a specific activity.

   a. Group discussion

      1. Qualities of leadership needed for a successful program.
      2. How a program might be run successfully.

   b. Reading and discussion

      1. Have the students read article, "Suggestions for the Recreation Leader" and discuss areas of possible controversy: grooming, responsibility, type of leadership.

      2. Have students read article and devise situations to engage in role playing.

      c. Brain storming

         Raise the question "What makes a good leader in a recreation program?" Divide students into small groups and have each group discuss and explain its findings and the reasons for them. Have group at large decide on the requisites a volunteer must have to help run a successful recreation program.

3. For Session 3, it is recommended that Content #4 a and b be considered. This could be devoted to a "Do It Yourself" workshop.

   a. Guest expert in any one or several of the types of activities suggested might come in and give the workshop (arts and crafts, drama)

   b. Student directed workshop - each student could be given the assignment to decide on one activity of interest to him. He must then devise a plan which he might use to instruct or help instruct the child in the elementary program. He is then to bring it to Session 3 and proceed to instruct his fellow volunteers. The other students might then offer suggestions as to how he could improve his instruction and technique.

      If the student directed workshop creates any kind of real enthusiasm among the volunteers, perhaps it could be repeated for a 4th session.

CURRICULUM UNIT IV - THE ELDERLY

Aim: How can the high school volunteer be helped to gain a better understanding and awareness of the life situation of the elderly in order to be a more effective helper in some of the institutions of Rockland County?

Overview:

Aging is a process that begins at birth and continues throughout life. In traditional societies such as Japan, increasing age brings prestige. In youth oriented, work oriented United States, there is the general feeling that the older person is no longer able to contribute much to society. The older person is removed from his job, forced to live on a fixed income that buys less and less each year, and kept from making meaningful contributions to society.

With age comes physical and psychological changes. Yet each person ages at his own rate and copes with his situation in his own way. Society does not recognize this striving for individuality. Scientific strides annually brings an increase in the number of people who are characterized as senior citizens. The presence of this population creates challenges for the rest of society in the fields of nursing care, housing, education, social security, etc.

In recent years senior citizens have been organizing themselves to gain a more meaningful place in American life. Those who are able to do so are becoming involved in politics. Others are seeking new interests as volunteers.

The high school student who works in an institution housing the elderly has an opportunity to help in many ways. Most of these people are lonely, sick and troubled. They can be singled out as individuals and have small attentions given them. They can be encouraged to become more independent if they have a supportive visitor. The volunteer can plan simple kinds of recreational activities for the elderly person so that he feels he is in touch with life and reality.

Content:

1. What is it like to be an older person?
   a. Physical changes
   b. Psychological changes
   c. Changes in their relationship with society at large and with their families
   d. Special needs - housing, nutrition, money, recreation.

2. Why is it often said that our society hastens the process of aging and lengthens the process of dying?
   a. What role has our society marked out for the elderly?
   b. Why this role?
   c. What evidence is available to substantiate this role?
   d. How is this role different from that of the elderly in America's past? Why?

3. Compare the role of the elderly in the United States today with the role of the elderly in several of these other cultures.
   a. Israel b. England c. China d. Japan

4. How is our society trying to meet the needs of the elderly?

   a. Federal government policies

      1. Social Security
      2. Medicare
      3. Tax benefits
      4. Federal funding for local programs - "meals on wheels"
      5. Housing

   b. Local programs

      1. Encouraging older citizens to find interesting and constructive things to do.

         a. Foster grandparents plan
         b. RSVP (Retired Senior Citizens Volunteer Program)
         c. Senior drivers
         d. Telephone line of communication

      2. Senior Citizens' Clubs

      3. Providing alternatives to nursing homes

         a. The adult residence
         b. Day care
         c. Extended Health facility

5. How can the high school volunteer help make life more pleasant for the elderly person with whom he works in the SCS Program at one of the local institutions?

   a. Why is it important to treat each elderly person in the institution as an individual? How do you go about doing this?

   b. What can the volunteer do to encourage the elderly person to become more independent?

   c. Why is it important that the volunteer develop a good relationship with the staff at the institution if the volunteer is to help the elderly person more effectively?

   d. What kinds of recreation can the volunteer plan for the elderly person if materials are limited?

Materials:

Curtin, Sharon, Nobody Ever Died of Old Age, Boston, Little Brown, 1972.

Field, Minna, The Aged, the Family and the Community, New York, Columbia University Press, 1972.

Jaeger, Dorothea and Leo Simmons, The Aged Ill, New York, Appleton, 1970, 3-13, 269-279.

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Brochures Available

"Volunteers", Rockland County Infirmary

"A Guide for Friendly Visitors", New York State Department of Social Services

"Assistance for the Aged, Blind and Disabled"

"Family Care Program", Letchworth Village

"Telephone Line to the Community", Rockland County Dept. Social Services

"The Volunteer", Rockland State Hospital

Understandings:

1. As people grow older they go through many changes: physical, psychological, financial, social.
2. Older people have special needs in nutrition, housing, activity, etc.
3. Our society, diverse, technologically based, mobile, and youth oriented, has relegated the older person to an insignificant role.
4. Some societies treat their elderly with deference.
5. Our society is trying to meet the needs of the elderly, but this effort is not adequate.
6. The high school volunteer can help make the life of an oldorly person confined to an institution more pleasant in many ways.

Method: All students who work with the elderly will be required to attend this 4 session workshop.

1. For Session 1, it is recommended that Content #1 be considered. This can be approached in a number of ways.

   A. Guest speaker - dialogue with the students

      1. Ms. Dorothea Jaeger, author of the Aged Ill.
      2. Mrs. Audrey Mullin, Chief nursing supervisor, Infirmary
      3. Mrs. Esther Dashew, President of the Golden Age Club, Spring Valley.
      4. Mr. Friedrich Jahnke, President, Rockland County Council of Senior Citizens.

b. Role playing - Various situations such as the ones that follow could be devised and acted out.

1. Old person, living in a crowded dangerous section of town is afraid to go out even for food.

2. Old person who has no living relatives nearby, whose friends are gone, and whose health is poor, is trying to remain independent.

3. Old person, confronted by his family which insists that he move away from their home and live in a residence or nursing home.

4. Old person who has very little money and has nothing to do all day.

5. Old person volunteers to be a foster grandparent to a mentally retarded child at Letchworth.

c. Film showing the plight of the elderly

d. Readings and discussion. Curitin, Thomas, Bacon.

2. For Session 2 it is recommended that Content #2 and 3 be covered. This could be approached in a number of ways.

a. Students read some of the books on the bibliography and make reports on selected topics in #2 and 3.

b. Panel discussion comparing the roles of the elderly in various societies.

c. Mock interview

Volunteers take the parts of old persons representing each of the cultures under discussion. Each discusses his life situation. Students evaluate and compare.

d. Role playing

e. Informal discussion

3. For Session 3 it is recommended that Content #4 be considered. This might be approached in several ways.

a. The students might be given an advance assignment to find and interview an elderly person not confined to an institution and to ask him/her to describe his perception of what the federal government is doing, or not doing to help him. If possible this interview could be put on tape and played back to the group.

b. The student could be asked to choose an agency in Rockland County which is helping elderly people not confined to an institution. They might then interview a supervisor and learn from him what the agency is doing. The student could find an old person helped by this agency to find out how effective this help is,as perceived by the old person.

c. Panel discussion

Mrs. Jo Finlay, Vol. Director, Dept. Social Services, Rockland County

Mrs. Virginia Weill, Exec. Director, Rockland County Council of Senior Citizens

Mr. Roland Yanuzzi, Exec. Director, Social Security Office, R.C.

Mr. Eugene Levy, Assemblyman

Mr. Roger Abelson, Exec. Director of RSVP

4. For Session 4, it is recommended that Content #3 be considered. This might be approached in several ways.

a. Guest Speakers

Mrs. Gloria Koller, Vol. Dir. R. C. Infirmary
Mrs. Marilyn Baker, Vol. Dir. Rockland State Hospital
Mrs. Emma Goldschmidt, Vol. Dir. Maple Leaf Nursing Home
Mrs. Jacqueline Barnes, Vol. Dir. Letchworth Village

b. Role playing

Devised by the students and the adviser concerning the relationships discussed in Content #5.

1. You are told to go to room 120 and wheel Mr. Jones into the recreation room. You do so and find 70 other people sitting or stretched out in wheel chairs. The director tells you to circulate and be friendly. You are surprised by the sight and are very nervous. What would you do?

2. You meet Mrs. Smith for the first time. She tells you that she is worried about her daughter. She has not heard from her in a long time and is sure that something is wrong. She asks you to call her daughter. What would you do?

3. Situations could be devised about the staff...curt and demanding nurse, insulting orderly, hostile supervisor, etc.

5. Brain storming: creative problem solving. See technique described in unit on tutoring.

"What can the volunteer do to encourage the elderly person to be more independent?.

6. Group work: Have the students break up into groups and come up with various games which can be played with the elderly patient. Few materials are available. These games can then be presented to the group for evaluation and discussion.

7. Have the students check the bibliography for suggested resources in planning games and recreation for the elderly person--one or a small group--and then report to the class. Have the students in the group determine which games seem to be the most effective and why?

CURRICULUM UNIT V. - THE HANDICAPPED

Aim: How can the School and Community Service volunteer be trained to develop an understanding and appreciation of the problems of the handicapped in our society, so that the volunteer can be a more effective helper to these people?

Overview:

Handicapped people are, by definition, not normal. They live in a world of their own which overlaps that of normal people. These two worlds make up their reality. For the handicapped, the normal world is oppressive, frightening and values them less.

The child who is "lacking" in the eyes of the people around him, comes to see himself as "worthless". The dull boy who is derided by his fellows as an "idiot" comes to see himself as worse than dull. To be handicapped is not just a mental or a physical condition, it is a state of mind. It is also a social and moral condition. Handicap can afflict the soul.

"Handicapped" describes many things, including a social identity. Socially, the handicapped share with certain racial and ethnic minorities, the poor and the culturally deprived, an inferior status. The handicapped person is less likely to be educated to his potential, less likely to win rewards (money, status, prestige), and less likely to gain a secure and satisfying occupational role than the non-handicapped. Sometimes the handicapping condition itself severly limits the individual's choice of roles. Often the greatest limitation comes not from the handicap but from social prejudice and discrimination. People don't hire the handicapped because they do not like having them around.

There is considerable evidence that most of the problems and woes of the handicapped come not so much from the disability, but rather from the perception of this disability as shared by the person himself, his family, and the community.

Content:

1. What are the various kinds of handicaps that afflict people in our society?
   a. Physical: oral, aural, neurological, poor health, disability
   b. Emotional and adjustmental: personality disturbances, delinquency
   c. Mental and intellectual: retardation
2. How does our society view the handicapped?
   a. Family
   b. Society as a whole

3. Why are each of the following serious problems for the handicapped person?

   a. Lack of sufficient educational opportunities

   b. Lack of sufficient physical facilities for a satisfying life both in and out of institutions.

   c. Lack of sufficient help with their social, cultural and psychological problems.

   d. Lack of opportunities to become independent through gainful employment.

4. How has our society tried to meet the needs of the handicapped? To what extent have these efforts been successful?

   a. Federal help

   b. State help: schools, hospitals, etc.

   c. Local help: (Rockland County)

      1. Camp Jawanio
      2. Mental Health Complex
      3. ROMIC, etc.

5. How can the high school volunteer help make life more pleasant for the handicapped with whom they work in the SCS Program?

   a. Why is it important to treat each handicapped person as an individual? How can the volunteer go about doing this?

   b. What can the volunteer do to encourage the handicapped person to be more independent?

   c. Why must the volunteer develop a good relationship with the staff members of the institution in order to more effectively help the handicapped person?

   d. Describe the kinds of recreation the volunteer can plan for the handicapped person if materials are limited.

6. How can the volunteer by working with the handicapped be made more aware of the kinds of career possibilities in this work?

   a. Possible kinds of careers

      1. Social worker
      2. Psychiatrist, doctor, psychologist
      3. Occupational, physical therapist
      4. Teacher
      5. Administrator
      6. Nurse, etc.

   b. An understanding of the requirements, responsibilities and satisfactions of these careers.

Materials:

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Newman, Joseph, "Psychological Problems of Children and Youth with Chronic Medical Disorders", Psychology of Exceptional Children and Youth, Edited by William H. Gruickshank, Englewood Cliffs, Prentice Hall, Inc. 1955.

Robinson, A. E. and Nancy Robinson, The Mentally Retarded Child, New York, McGraw-Hill, 1965.

Brochures Available

Letchworth Village
New York Rehabilitation Hospital
Children's Psychiatric Hospital
Rockland County Mental Health Complex: ROMIC
Elmwood Club
Friendship Club
Social Rehabilitation Program
Rockland State Hospital
Camp Jawanio
State Department of Mental Hygiene
President's Commission on Mental Retardation

Understandings:

1. Our society today, because of technological advances, has a larger number of handicapped people than at any time in the past.

2. Our society views handicapped people with hostility and fear.

3. The handicapped can be helped to find for themselves a meaningful life.

Understandings: cont.

4. The student volunteer can play a role in helping the handicapped person.

5. The student volunteer can work towards a change in society's attitudes and values towards the handicapped.

Method: All SCS volunteers who will be working with the handicapped will be required to attend a training workshop for four sessions.

1. For Session 1, it is recommended that Content #1 and #3 be considered. The approaches could be any one of the following or a combination of them.

   a. Guest Speaker

      1. Director of the Friendship Club or the Elmwood Club
      2. Social worker attached to ROMIC, Camp Jawanio, etc.
      3. Chief psychologist at the N.Y. Rehabilitation Center
      4. Educational director of the Rockland County Mental Health Complex
      5. Principal of the Mary E. Davidson School at Letchworth Village

   b. Panel discussion

      1. Speakers listed above

      2. Have students read on question 1 or 3, and have the panel discuss the subsidiary topics

   c. Role playing

      Devise a number of situations that handicapped people have to face, and have the student volunteer act these out. The relationship between the volunteer and the handicapped person, and the relationship between the volunteer and the staff member at an institution could be dramatized.

   d. Brain storming

      Raise the following questions with the group--#3a, b, c. d. Divide students into 4 groups, have each group consider 1 problem. Have each group come up with as many solutions to each problem as possible. Have each group report the solutions suggested and have a general discussion on which solutions seem to hold the best answer to the problem.

2. For Session 2, it is recommended that Content #2 be considered. This could be approached in the following ways:

   a. Film showing the handicapped person and his family
   b. Discussion of readings on the subject
   c. Guest speaker--Mrs. Kathleen Lukens, author of Thursday's Child Has Far To Go.

2. For Session 2, cont.

   d. Role Playing

      Have the students devise situations which might confront the handicapped person during a 24 hour period. Discussion should follow about the feelings and attitudes of the handicapped.

3. For Session 3, it is recommended that Content #4 be considered. This is a good time to invite the directors of volunteers, supervisors of government agencies or other knowledgeable professionals to discuss the various kinds of help available to the handicapped. They could also be present when other techniques are used to help make these techniques more effective (films, panel discussion, etc.).

   a. Director of Volunteers

      1. Letchworth Village, Jacqueline Barnes
      2. Children's Psychiatric Hospital, Martha Moss
      3. ROMIC, James Lawless (mentally ill children)
      4. Rockland Mental Health Complex, Babbette McMouran
      5. Elmwood Club, William Goldberg (emotionally disturbed adults
      6. Friendship Club, Nick Beltrano (moderately retarded adults)
      7. New York Rehabilitation Hospital, Elise Corbett (disabilities)

   b. Directors of Government agencies

      1. Social Security Office, Mr. Roland Yanuzzi
      2. R. C. Department of Social Services

   c. Psychologists and social workers attached to these and other agencies.

4. For Session 4, it is recommended that Content #5 and 6 be considered. This could be approached in any of the following ways:

   a. Guest speaker -- see suggestions in Session 3

   b. Role Playing

      Many situations could be devised by the adviser, the volunteers or both, concerning the relationship of the volunteer to the handicapped person. These could be acted out and discussed. For example.

      1. You are assigned to Cottage Q at Letchworth. You enter and find about 40 boys ranging in age from 9 to 21 sitting in front of a large TV. Your instructions are to interest some of them in a recreational activity. What would you do?

2. You are assigned to Cottage S and instructed to help with about 35 girls from 9-21 during the dinner hour. You are upset to find them pushing and shoving each other to get to the food. Some fights break out. What would you do?

   Many situations could be devised concerning the volunteer and the staff member who is hostile, or friendly, or neglectful, etc.

c. Brain storming: Creative problem solving.

   See unit on tutoring for an explanation of the technique.

   "What can the volunteer do to encourage the handicapped person to become more independent"?

   Divide the group into several smaller groups, each of which considers this problem for a given time. Each group can then report on its findings. The group at large then has a number of solutions to choose from. The rest of the time should be spent evaluating the usefulness of these solutions.

d. Have the students break up into groups and come up with various games or activities for handicapped persons. Each group should decide on what kind of handicap will be considered, and the type of activity which can be carried out with a minimum number of materials. Each group's findings will be reported to the group at large.

e. Have the students check the bibliography for suggested resources in planning games and recreation for specific kinds of handicapped persons (retarded, blind, disabled, etc.). These activities could be reported to the group at large. The group could then suggest which activities might be most effective for a volunteer to undertake- and why.

f. Have each volunteer explore the list of career possibilities available in working with the handicapped. Perhaps some of the volunteers will express an interest in "trying out" one of these careers. If possible, the volunteer might be placed in an agency which will give him the opportunity to observe and work with people in this career area. The volunteer could report to the group during the mid-year or final evaluation what he has learned and experienced in this career area.

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EVALUATION

The evaluation of these training sessions will be immediate and long range. It is appropriate that when the series of workshops are over, the students be asked to comment on how useful they were. This could be done as a questionnaire--anecdotal, yes-no, or as a continuum. The students could be asked for suggestions for improving the workshops to better meet their needs. They could express themselves on which activities were most interesting and informative. Was the aim of each workshop clear? Did the activities seem to fulfill the purpose of the workshop etc.?

The long range evaluation of the training sessions is, of course, in the doing. At mid year and at the end of the year, the students could be given a questionnaire about the usefulness of the workshop on their job performance.

The supervisors of the agencies could be asked for an anecdotal comment about the preparation of the volunteer for his job. Suggestions for improved preparation might be included. Some of the general objectives stated in the curriculum might form the basis of this questionnaire. (relationships, knowledge of tutoring techniques, etc.)

The people whom the SCS volunteers are helping could be asked for their evaluation. It might have to be gained by an interview (very old and very young children). Questions such as: How did the volunteer help you? How did you get along with each other? Would you want this volunteer to come back to you next year? Why? etc. For a tutor, some good evidence of accomplishment might be better performance of the child he is working with. The child's teacher or parent might submit an anecdotal summary. An interview might also be useful so that the volunteer's strengths and weaknesses might be determined.

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RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

SP

SCHOOL AND COMMUNITY SERVICE

Esther Cember
Spring Valley High School

Myrna Tarkan
Ramapo High School

THE TUTOR AND THE TEACHER

Esther Cember
School & Community Service

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Dr. Darwin G. Carlson
Superintendent of Schools

Mr. Edward R. Kolevzon
Director of Secondary Education

Dr. Thomas J. Lee
Director of Elementary Education

RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

SCHOOL AND COMMUNITY SERVICE

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THE TEACHER AND THE VOLUNTEER TUTOR

The classroom teacher who requests and accepts the services of a high school volunteer must recognize that a learning process for his volunteer will be involved. Volunteers must be encouraged to discover what it means to accept responsibility and to experience the satisfactions that are involved in doing so. This is sometimes a slow process, but there are various ways of aiding it. Let us consider how a teacher might proceed to work with a volunteer so that the children who are being tutored will benefit.

Many volunteers approach their first day of participation with mixed feelings. Although they are interested and enthusiastic, they have quite normal anxieties about what will be expected of them. They wonder whether they will succeed in working with a group of children or with one tutee, and how the teacher will accept them.

Experience with high school volunteers suggests that they can be more quickly oriented to the school, make more successful contact with the children and become more helpful assistants to the teacher if they feel wanted, welcome and accepted. They are looking for active leadership and guidance from the child's teacher, and want to know exactly what is expected of them. They would like to have all the information necessary to establish a good relationship with the children and to carry out their duties. They would like to be kept busy and actively involved.

The volunteer must be made aware of his role as helper to the teacher, as reinforcer of the knowledge and skills the teacher has taught the class. He should be made aware that he is not to teach the child, but to tutor

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him in what has already been taught. Perhaps he might sit in the classroom to get the feel of the teacher's style. As the classroom teacher you are the key person in guiding the practical learning experiences of the volunteer. Perhaps the following suggestions could make the volunteer's job more helpful to you and more rewarding for him. If he feels he is needed and doing something important, he will be most anxious to return and fulfill his commitment.

1. Try to arrange an informal "getting to know you" session with the volunteer at the beginning of his service to discuss the program and what to expect of the children in your class. Brief the volunteer on the kind of help you will need, and try if possible to have some variety in the work he will be doing.

2. Try to plan the work you want the volunteer to do before he comes to your room. Be specific in your directions. Encourage him to report to you on his progress. (Perhaps you can encourage him to write a brief anecdotal account of his progress for your file and for the file in the SCS office). Over an extended period of time this will show what he has done and accomplished.

3. Try to create early opportunities for the volunteer to have contact with individual children on a one to one basis.

4. If you are not going to need the volunteer on a particular day, or if you plan to be absent, please let the adviser at the high school know in advance so that other arrangements can be made. There is nothing more discouraging for a volunteer than to go to a job and find there is nothing to do. He feels he has wasted a lot of time he could have spent doing homework or engaging in sports.

5. Try to anticipate the information the volunteer will need to carry out your assignment: where materials are; how to set up an activity; what books to use, etc. Advise the volunteer what special needs individual children have, what limits to set, and what to expect.

6. Try to avoid assigning responsibility beyond a volunteer's capacity to handle it. Do not leave a volunteer with too many children or with too large an area to supervise.

7. Try to increase the volunteer's responsibilities as he is ready for this.

8. Expect the volunteer to approach his task as a professional commitment. He should be there on time, stay with the assigned responsibility, accept your supervision and direction.

9. Please be sure to communicate with the adviser at the high school if a problem should arise or if you feel this volunteer is not working out. Also, should you no longer need or want this volunteer, please let the adviser know about it first before you tell the volunteer.

The young person, or the adult for that matter, who volunteers his services often does so because of some basic needs which we all share with them. They genuinely want to help others and to feel needed. They need affection and acceptance. The school must be a friendly place where the volunteer feels appreciated. The volunteer needs a feeling of self-respect. The sympathetic teacher will give the volunteer work that he can succeed in, and will express approval more often than disapproval of the volunteer's services. In the day-to-day service, the volunteer who is given a sense of freedom will be helped to develop a greater sense of responsibility. The volunteer needs to be challenged by his experiences. He needs to develop a sense of security about what he is doing. The volunteer needs to have a genuine place in the busy life of the school. He needs to feel that he is carrying his share of the load in accomplishing the goals of the school. He needs to be integrated into the life of the school and to be valued as a contributing member.

The United States Office of Health, Education and Welfare has in its publication, Volunteers in Education, set up the following guidelines for the staff of a school or agency to deal with the volunteer.

They have found that CONTINUED PARTICIPATION FOR THE VOLUNTEER DEPENDS ON HIS REWARD. The kind of reward the volunteer is looking for varies with the volunteer. It may be self-expression, recognition, the acquisition of certain skills, the need to feel useful, or the gain of certain knowledge.

VOLUNTEERS MUST BE MADE TO FEEL THE IMPORTANCE OF THEIR CONTRIBUTION.

THE FIRST EFFORTS OF A VOLUNTEER MUST BE SIMPLE ENOUGH TO INSURE SUCCESS. The jobs volunteers are given must be within their skill and experience. If the volunteer is frustrated at the outset, he will not be reliable.

VOLUNTEERS MUST HAVE THE OPPORTUNITY TO GROW AND LEARN. Continued involvement demands new challenges, opportunities to try new methods and skills, constructive supervision which will broaden their horizons and develop their potential.

VOLUNTEERS WORK BEST IN A FRIENDLY, WARM, ATMOSPHERE, WHERE THEIR EFFORTS ARE OBVIOUSLY NEEDED AND APPRECIATED. The staff can create such an atmosphere by their attitude. They can express appreciation, treat the volunteer as an individual and make him feel important and special.

VOLUNTEERS MUST NOT BE TAKEN FOR GRANTED.

LEARN ABOUT YOUR VOLUNTEER'S STRENGTHS AND STRESS THEM.

RAMAPO CENTRAL SCHOOL DISTRICT NO. 2
Spring Valley, New York

SCHOOL AND COMMUNITY SERVICE

REQUEST FOR SCHOOL VOLUNTEER SERVICE

Esther Cember
Spring Valley High School

Myrna Tarkan
Ramapo High School

Date_____

School_____ Principal _____

Teacher_____ Room_____ Grade_____

1. Would you like an SCS volunteer to help you in the classroom?

   Days: __M__ __T__ __W__ __R__ __F__ (Please check)

   Time: _____

   Please describe the class (regular, learning disability, mentally handicapped). This information will help to select the volunteer to meet your needs.

2. In addition to, or in lieu of a general classroom volunteer, would you like a volunteer for any of the following activities?

   One to One Tutoring ____ Storytelling____ Drama____ Art____

   Music____ Library____ Woodshop or Industrial Arts____

   Please describe the kind of assistance you have in mind.

3. If you have a special need for a volunteer other than the specified areas, please indicate below: